

# Accommodations Chart

## Instructional Materials and Methods

<b>Skill Area</b>	<b>Method Accommodations</b>	<b>Material Accommodations</b>	<b>Technology Accommodations</b>
Adapted materials – uncluttered, fewer items, highlighted	<p>Highlight Important Points Vocabulary lists</p> <p>Read summary or objectives first</p> <p>Read review questions prior to reading content</p> <p>Hands-On Activities</p> <p>Use sticky notes or highlighter tape</p>	<p>Provide book at a lower reading level</p> <p>Study Guide</p> <p>Pictures, Diagrams for learning abstract concepts</p> <p>What You Need to Know Chart</p>	<p>Graphic Organizing Software: Inspiration, Word Processing Outline</p> <p>Talking Word Processor or Text Processor: Teacher Designed Template that highlights the key points</p> <p>Presentation Software Handout: PowerPoint Handout</p>
Alternate format to obtain information	<p>Large Print/Braille/Audio Version of book.</p> <p>Use sign language interpreter or notetaker when appropriate</p> <p>Use nonverbal messages for beginnings, transitions, and closures to each activity.</p>	<p>Provide alternate materials on lower reading level with similar content.</p> <p>Video or movie with information</p> <p>Use assistant, volunteer, peer student to read material to student</p>	<p>Tilt-top desk or book stand</p> <p>Reading guide, template placeholder,</p> <p>Colored acetate to place over text –keeps the words still on the page</p> <p>Reading Pen –pen says word and gives definition</p> <p>Scanned Text &amp; Talking Word processor</p> <p>Screen Reading Software</p>

<b>Skill Area</b>	<b>Method Accommodations</b>	<b>Material Accommodations</b>	<b>Technology Accommodations</b>
<p>Advanced organizers or study guides</p> <p>Assistance with notetaking-copy of notes, outline, notetaker</p>	<p>Introduce new vocabulary prior to lesson.</p> <p>Use Visual aids (chalkboard, overhead, charts)</p> <p>Provide overview of material or expected learning outcome.</p> <p>Use NCR paper or photocopying for peers to take notes to share.</p> <p>Allow student to use tape recorder for class lecture/discussions.</p> <p>Use cooperative learning techniques such as Think-Pair-Share or Jigsaw to have student review key points.</p> <p>Ask student to tell or write important information that was in the lesson before class ends.</p> <p>Arrange time to meet with student after class to clarify anything student doesn't understand.</p>	<p>Provide structured organizers for note taking: copy of overheads, outline of lecture, or pre-designed graphic organizers.</p> <p>Present material in logical manner, and use explicit clues to shift from one aspect to the next.</p> <p>Provide two-column note-taking paper format for taking notes.</p> <p>Key class notes to relevant pages in textbook.</p> <p>Break information into steps or key components.</p> <p>Repeat, Paraphrase, Summarize all important points.</p> <p>Prepare summary of key points with blanks for students to be filled.</p>	<p>Tape recorder</p> <p>Visual aides: chart pads, overheads, chalkboard handouts with key point</p> <p>Mindmapping software</p> <p>Portable word processor (AlphaSmart, Calcuscribe)</p> <p>Word Prediction software with customized course dictionary (Co:Writer)</p> <p>e-mail assignments to students</p> <p>Word Processing Document(possibly with speech output) with key points for student to fill in blanks on computer.</p>

## Assignments and Assessments

Skill Area	Method Accommodations	Material Accommodations	Technology Accommodations
<p>Alternate response mode- tell, draw, write, point</p>	<p>Allow student to tell or draw a picture of the most important information that was in the lesson</p> <p>Allow student to develop a diorama or mural.</p> <p>Allow student to record answers into tape recorder.</p> <p>Have student select answers from fill-in-blank template with vocabulary word bank.</p>	<p>Materials for diorama</p> <p>Tape recorder for taping answers or presentation</p> <p>Vocabulary word banks or Word Walls</p> <p>Charts</p>	<p>Writing Aides (pencil grip, writing grids, raised line paper, graph paper)</p> <p>Word Processor (talking) with spell checker and word prediction</p> <p>Voice Recognition Software</p> <p>Electronic Speller or Dictionary</p> <p>Multimedia software (HyperStudio)</p> <p>Presentation Software (PowerPoint)</p> <p>Augmentative/Alternative Communication Device for Non-Verbal student</p> <p>Video Camera/Recorder for presentation</p> <p>Internet access for web presentation</p> <p>Telecommunication Project</p> <p>Internet Research Project</p>

<b>Skill Area</b>	<b>Method Accommodations</b>	<b>Material Accommodations</b>	<b>Technology Accommodations</b>
Guides or prompts for specified tasks	<p>Simplify instructions</p> <p>Combine oral directions with pictures or diagrams</p> <p>Complete example of expected task</p> <p>Have students paraphrase directions</p>	<p>Study guides</p> <p>Note cards</p> <p>Process/Procedural guide (Step by step guide for what to do first, next, etc.)</p> <p>Sentence Starters</p> <p>Picture Diagrams</p>	<p>Mindmapping/Webbing/Outlining software</p> <p>Prompted Writing Software or word processing software with teacher prompts</p>
Confusion with complex tasks	<p>Simplify instructions</p> <p>Use uncluttered format</p> <p>Show student how to cover parts of material not being used</p> <p>Highlight key words in directions</p>	<p>Give page number for locating answers</p> <p>Color code tasks, meanings,</p> <p>Use various paper types for assignments: graph, paper with midline</p>	<p>Scan assignments with OCR</p> <p>-adjust spacing, size of print</p> <p>-color-coded text for keywords</p> <p>-resize document window so that student must scroll down &amp; sees only part of assignment</p>
Extended access to instructional resources and equipment	<p>Break assignments into smaller segments</p> <p>Teach use of calendar or planner for assignments</p> <p>Give student additional time outside of class to complete assignment</p> <p>Limit amount of tasks to items needed to demonstrate mastery of objective</p> <p>Teach how to keep homework log or journal of assignments</p>	<p>Provide extra text or resources to use at home</p> <p>Homework log</p> <p>Calendar</p> <p>Student accountability checklist</p>	<p>Timer to define working time</p> <p>Software with calendar or scheduling</p> <p>List of internet resources</p> <p>Document with embedded links to web sites</p> <p>Text processor with split screen: one for prompted information, one to take notes (eReader)</p>

## Learning Environment

<b>Skill Area</b>	<b>Method Accommodations</b>	<b>Material Accommodations</b>	<b>Technology Accommodations</b>
Adapted learning environment- acoustical treatment, barrier-free	Use study carrel for independent work	Study carrel	Auditory listening device
Preferential seating or study carrel	Assign student to specified area for to prevent distractions	Assignment checklist	Tape recorder and headphones with assignment instructions
Small group instruction	Give student legitimate opportunities for movement within the activities	Structured learning activities that focus on cooperative learning (think-pair-share)	Word Processing file: assignments completed in a template on computer
Assistance with organization	Position student close to teacher or trained peer	Learning centers	Interactive software
	Use trained peer as study buddy		Mindmapping software with students working in pairs/small group to develop a plan
	Teach social and communications skills for working in group		
	Use cooperative learning activities and groups		
	Use self-checking materials		

## Time Demands and Scheduling

<b>Skill Area</b>	<b>Method Accommodations</b>	<b>Material Accommodations</b>	<b>Technology Accommodations</b>
<p>Additional time to complete tasks</p> <p>Independent or group work sessions in short time segments</p> <p>Reduction in number of required practice or assessment items</p>	<p>Flexible scheduling to complete tasks or tests</p> <p>Give assignments ahead of time so student can start early</p> <p>Provide clear schedule with timelines and checkpoints along the way</p> <p>Give student shorter tasks with easier parts first</p>	<p>Pocket organizer</p> <p>Personal organizer</p> <p>Sticky notes/colored tabs for place holders or stopping point for assignment</p>	<p>Use timeliner software to schedule parts of tasks to be completed</p> <p>Use flowchart software for mapping out a task</p> <p>Personal Digital Assistant for keeping track of timelines</p> <p>Use timer to schedule breaks in work times</p> <p>Use word processing software to increase productivity</p>